



The High School
Leckhampton

Year 7 MUSIC



Topic Titles

What are the building blocks of music?

How can we develop language to discuss different instruments?

How do musical elements apply to the music of other cultures?

What purpose does music serve in films?

Why is improvising an important skill for musicians?

How can we use melody and chords to compose our own music?

Intent

Throughout our lessons, our goal is for students to develop a knowledge of how music is created with the key musical elements, before growing and challenging this knowledge through the exploration of other musical styles across the globe.

We hope to provide students with a rich understanding of music from different cultures, styles and periods, so that they may use all of this as the basis of their own creations.

As we move through the topics, our aim is also for students to be able to use their skills and understanding to evaluate their own work and that of their class, through which they will learn how to develop and build on their initial ideas.

Links with other subjects

Music has strong links to Geography as we explore other cultures across the globe and the musical differences. Biology and physics are used to explore how we use our voices and how sounds are produced by instruments. Music often relies on sequences and patterns, which lead to links in Maths. History is regularly discussed throughout Music lessons to create context for the pieces.

How will knowledge and skills be taught?

Students will learn how to read music notation and how to use this knowledge to help create pieces of their own. They will also learn to express their thoughts on music through active listening; having listened to music they will be equipped with the skills to identify key features and comment on how these compare to other music.

How can parents help?

Encourage students to visit the VLE, especially the "Weekly Listening" section.

By taking students to music events; concerts, musicals etc. These can also be watched online together too.

Listen to music in the car with your child and encourage active listening; what can they hear in the music? What instruments are present? How are musical elements used? Do they like it? Forming opinions is important here, but more so is being able to justify them.

Encourage your child to try extra curricular music activities, especially Voices, which requires no previous musical knowledge. Music is for everyone!

Recommended Reading and Preparation for Learning

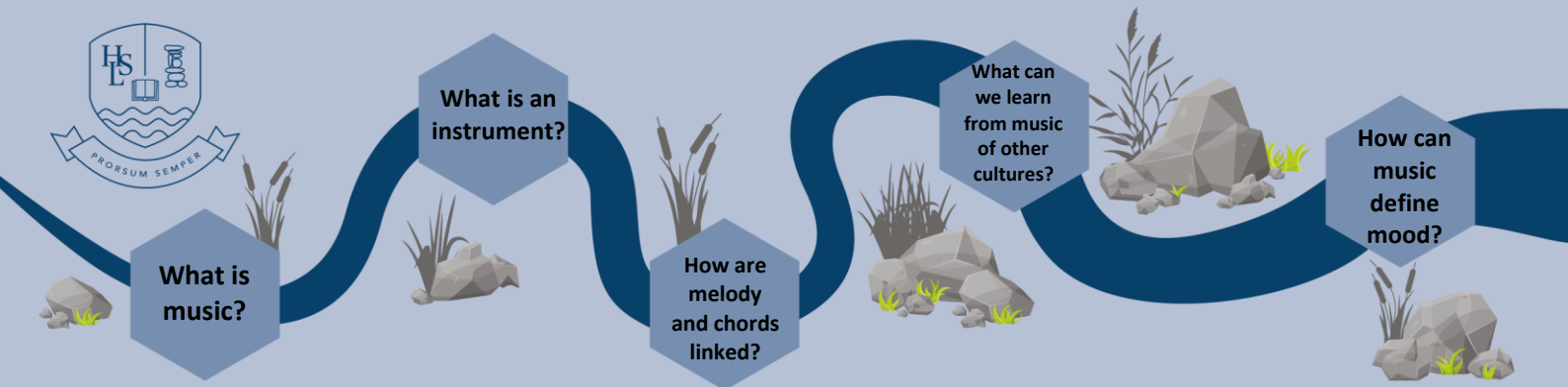
Explore the "Weekly Listening" section of the VLE; practice "active listening", using understanding of musical elements and topics to support opinions.

Listen to a variety of music. Spotify, Youtube and services like "Tidal" or "Qobuz" can be useful for this.

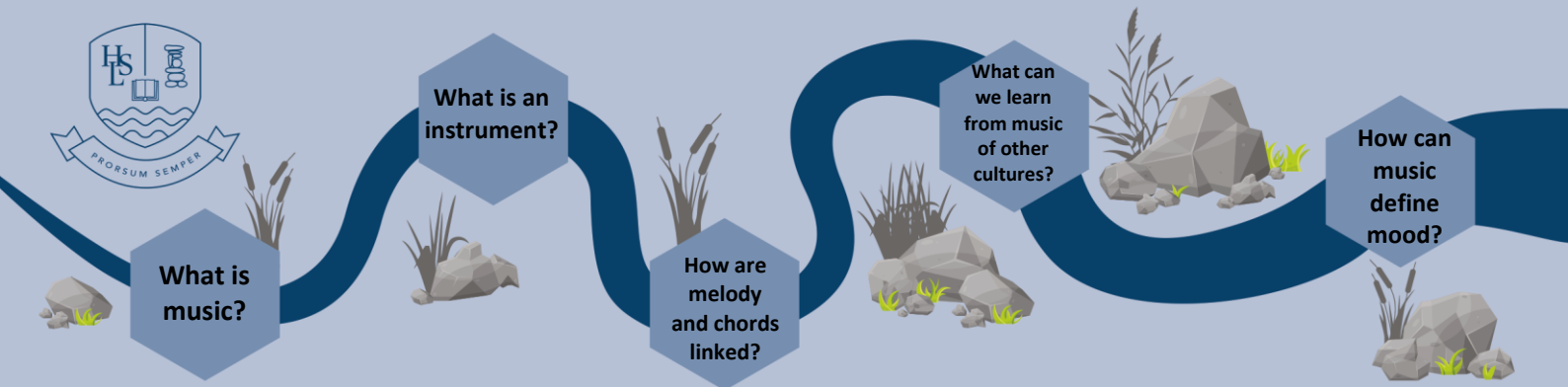
Visit IMSLP.org to find a variety of classical sheet music

Muscore can be a useful source for sheet music but be mindful that this is based around amateur transcriptions.

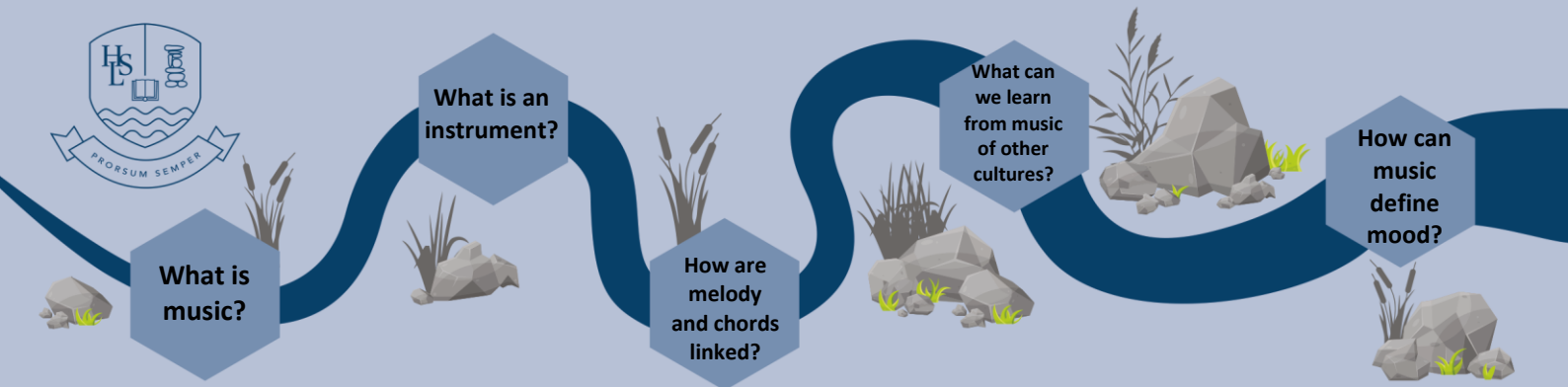
Spend time experimenting with different Instruments and perhaps consider instrument / singing lessons in school



Music		Year 7		Autumn Term 1	
Musical Elements – What is Music?					
Topic Outline & Aims (Intent)					
All students will understand key musical elements and how they can be used to talk about music. A new musical element will be explored each lesson and students will apply their understanding of this each week through different group learning activities. By the end of the topic, all students will be able to use elements to discuss music and will have applied this understanding through regular, varied weekly listening journal entries.					
Key Skills and Knowledge taught through this topic (Intent)					
<ul style="list-style-type: none">Knowledge: Musical elements (what they are and why they are important to music)Skills: Active listening (how to listen to music with a critical ear, applying musical elements as appropriate)Skills: Whole class singing					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
KS2: An initial understanding of what music is and how to use basic adjectives to describe how it makes us feel		KS3: Active listening will continue to take place in every lesson. Musical elements will be further explored as students create their own music and perform. The knowledge and understanding of these musical elements is critical to then developing a wider understanding of music. KS4: Appraisal in all areas of study (EDUQAS) will apply musical elements understanding		Aims as seen in National Curriculum: All pupils "...listen to, review and evaluate music". All pupils "understand and explore how music is created...including through inter-related dimensions: pitch, duration, dynamics, tempo..."	
RRSA Links:				Assessment of Learning: (Impact)	
ARTICLE 13: Sharing thoughts freely ARTICLE 28: Access to education ARTICLE 29: Aims of education ARTICLE 31: Rest, play, culture, arts					
British Values Links:					
MUTUAL RESPECT: whole class ensemble learning teaches the importance of valuing teamwork. Sharing opinions and ideas relating to weekly listening teaches learners to be open to different views than their own.					
Eco Schools Links:					
Waste: Reusing and recycling to be discussed in relation to "unusual instruments" lesson / timbre.					
Reading / Enrichment		Key Vocabulary:		Numeracy	
<ul style="list-style-type: none">Weekly Listening page available on the VLE with further weekly listening examples and opportunities to apply knowledge of Musical Elements.Listening to music with a critical ear whenever possibleParticipation in any / all extra-curricular opportunities is greatly encouraged!		Pitch Melody Rhythm Tempo Dynamics Timbre Texture Pulse Harmony Structure		Opportunities	
				Counting based class percussion, subdividing bars and beats Discussion of BPM in tempo and pulse	
				Career Links	
				Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management	



Music	Year 7	Autumn Term 2	
Instruments – What is an Instrument?			
Topic Outline & Aims (Intent)			
All students will explore what they believe “defines” an instrument, before questioning these beliefs with more unconventional methods of making music. Learners will develop their knowledge of how a sound is produced, both externally and with our voices. Different families of instruments will be discussed, and learners will have the opportunity to create instruments of their own. Once learners have developed an understanding of key musical families within Western music, we will explore other cultures to identify instruments that they may be less familiar with.			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none">Knowledge: Instrument families (the different categories of instruments and why certain instruments fit into those categories)Knowledge: How a sound is producedSkills: Active listening is continued in this topic and further developed as students learn to identify instruments by sound aloneSkills: Whole class singing, using our voice as an instrument			
Prior Learning: (Context) KS2: Ability to perform in ensemble contexts, using voices and instrument alongside listening to a variety of music with attention to detail.	Future Learning: (Context) KS3: Learning to identify instruments by sound will be important in the future analysis of music. Understanding how an instrument creates a sound and why they are categorised into different families will help students to learn how to play these instruments with greater control. KS4: Appraisal in all areas of study (EDUQAS) will apply a learner’s ability to identify instruments by sound and their relevant families. AoS2 (Music for Ensemble), 3 (Film Music) and 4 (Popular Music) will particularly rely on the understanding of a wide range of instruments.		National Curriculum Links: (Context) Aims as seen in National Curriculum: All pupils “...perform, listen to, review and evaluate music”. All pupils “understand and explore how music is created” All pupils “learn to sing and use their voices...have the opportunity to learn a musical instrument”
RRSA Links: ARTICLE 13: Sharing thoughts freely ARTICLE 15: Setting up or joining groups ARTICLE 28: Access to education ARTICLE 29: Aims of education ARTICLE 30: Minority culture ARTICLE 31: Rest, play, culture, arts		Assessment of Learning: (Impact) <ul style="list-style-type: none">Weekly listening journal entries to apply understanding of different instrumentsRecordings of whole class activitiesEnd of module learning check	
British Values Links: MUTUAL RESPECT: whole class ensemble learning teaches the importance of valuing teamwork. Sharing opinions and ideas relating to weekly listening teaches learners to be open to different views than their own. Enabling pupils to “develop their self-knowledge, self-esteem and self-confidence”. Developing “further tolerance...between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures”.			
Eco Schools Links: Global Citizenship: World music example in weekly listening to reference “Baba Yetu” (C. Tin) and exploration of instruments from other cultures.			
Reading / Enrichment <ul style="list-style-type: none">Weekly Listening page available on the VLE with further weekly listening examples and opportunities to apply knowledge of different instrumentsListening to music with a critical ear whenever possibleParticipation in any / all extra-curricular opportunities is greatly encouraged!	Key Vocabulary: Musical elements Pitch Family Strings Woodwind Brass Percussion Larynx Diaphragm Timbre Texture	Numeracy Opportunities Explanation of frequency (Hz) when discussing the correlation between an instrument’s size and its pitch	Career Links Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



Music		Year 7		Spring Term 1	
Melody & Chords: How are Melody and Chords linked?					
Topic Outline & Aims (Intent)					
All students will develop an understanding of what specifically constitutes a melody and a chord. Learners will then build a knowledge of staff notation and how to decode staff notation on a keyboard. This will lead to learning about chord construction and the positioning of chords underneath a melody to complement one another.					
Key Skills and Knowledge taught through this topic (Intent)					
<ul style="list-style-type: none">Knowledge: An understanding of what a melody is and how to identify one in musicKnowledge: How a chord is constructed and the differences of tonalitySkills: Active listening is continued in this topic and developed through identifying and describing a melodySkills: Playing melodies and chords on a keyboard by applying an understanding of staff notation					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
KS2: Ability to “listen with concentration and understanding to a range of music” Ability to “use and understand staff and other musical notations”		KS3: Learners will apply their understanding of chords and melodies in future modules through the composition of their own music, as seen in Year 8 Spring Term 1: Electronic Music. Learners will also develop their skills of decoding staff-based notation when approaching performance-based modules. KS4: EDUQAS “solo performance” component in many instances will require a knowledge of staff-based notation. The “composing” component will reflect a student’s understanding of melody and chords. Critical analysis of pieces will require a foundation in chord, melody, and notation knowledge.		“Pupils should be taught to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”.	
RRSA Links:			Assessment of Learning: (Impact)		
ARTICLE 13: Sharing thoughts freely ARTICLE 15: Setting up or joining groups ARTICLE 28: Access to education ARTICLE 29: Aims of education ARTICLE 30: Minority culture ARTICLE 31: Rest, play, culture, arts					
British Values Links:					
MUTUAL RESPECT: whole class ensemble learning teaches the importance of valuing teamwork. Sharing opinions and ideas relating to weekly listening teaches learners to be open to different views than their own. Enabling pupils to “develop their self-knowledge, self-esteem and self-confidence”.					
Eco Schools Links:			Numeracy Opportunities		
Global Citizenship: World music example (Japanese Taiko drumming) to be explored at the end of the module, to segue into the next topic and consider how music can exist <i>without</i> melody and chords.					
Reading / Enrichment					
Career Links					
<ul style="list-style-type: none">Weekly Listening page available on the VLEListening to music with a critical ear whenever possibleParticipation in any / all extra-curricular opportunities is greatly encouraged!		Key Vocabulary: Musical elements Pitch Melody Chords Phrase Cadence Harmony Key Tempo Beat Bar Octave		Decoding / graph interpretation through use of notation. Chords linked to roman numerals to be explored.	
				Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management	